

I'VE DIBELED: NOW WHAT?

I DIBELED and Thought . . .

- The results confirmed what I already knew.
- The results didn't tell me anything new.
- + The results provided a second opinion.
- + The results helped identify student deficits.

DIBELS ARE ONLY “INDICATORS”



IF THE CAKE ISN'T DONE.....



THINGS I'VE LEARNED . . .

Instructional Recommendations guide instruction

- ✖ **Benchmark** – Grade level instruction working
- ✖ **Strategic** – Additional intervention needed
- ✖ **Intensive** – Substantial intervention needed

TIERED INSTRUCTION AND INTERVENTION

TIER 3 INTENSIVE INSTRUCTION

Instruction is delivered by a special educator or reading specialist/literacy coach. In some cases, a minimum of 30 to 60 minutes daily instruction is required in addition to Tier 1 instruction.

Two to five percent of students require intensive interventions based on diagnostic assessment and extensive progress monitoring.

Increasing severity of need and level of required resources.

TIER 2 SUPPLEMENTAL INSTRUCTION

Instruction is delivered by the classroom teacher and supported by a reading specialist/literacy coach. Other specialists, trained paraprofessionals, and trained tutors assist instruction and intervention as needed. A minimum of 30 to 60 minutes daily instruction is required beyond Tier 1.

Some students need additional practice and supplemental instruction based on diagnostic assessment and extensive progress monitoring.

TIER 1 PRIMARY INSTRUCTION

Instruction is delivered by the classroom teacher.

Is Tier 1 instruction effective enough to bring 80% of the students to proficiency?

including differentiation.

OTHER THINGS I'VE LEARNED . . .

- ✖ DIBELS provides a foundation to regularly assess student literacy skills.
- ✖ DIBELS provides a tool to inform parents of their child's literacy skills.
- ✖ DIBELS helps measure the intensity of student needs and prompts **instructional action**.

To be successful in “leaving no child behind” schools must do at least three things well:

1. Increase the quality and consistency of instruction in every K-3 classroom
2. Conduct timely and valid assessments of reading growth to identify struggling readers
3. Provide more intensive interventions to “catch up” the struggling readers

The top five myths about interventions for struggling readers

1. If a child is a “visual” learner, they should be taught to read using a visual, not an auditory strategy.
2. If a child has not learned “phonics” by the end of first grade, they need to be taught to read in some other way.
3. Children who struggle with phonemic awareness, vocabulary, or phonics in kindergarten and first grade will frequently “catch up” if given time.
4. We should take guidance from theories of “multiple intelligences” or “learning styles” to help us adapt our reading instruction for different children.
5. A little quality time with an enthusiastic volunteer tutor can solve most children’s reading problems.

Effective early reading instruction must build reading skills in five important areas

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension strategies

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graph LR; PA[Phonemic Awareness] --> B1[Identifying words accurately and fluently]; P[Phonics] --> B1; F[Fluency] --> B1; V[Vocabulary] --> B2[Constructing meaning once words are identified]; CS[Comprehension strategies] --> B2;
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Identifying words accurately and fluently

Constructing meaning once words are identified

DIBELS - IT'S NOT JUST ABOUT SPEED

**Accuracy
must develop
first!**

1ST GRADE THROUGH EARLY 2ND GRADE:

Accuracy percentages below 90% are strongly indicative of underlying decoding difficulties.

3RD GRADE AND UP:

Accuracy percentages below 97% are strongly indicative of underlying decoding difficulties.

Phonics Assessment

Core Phonics Survey – 2nd Edition

- + Letter names
- + Consonant & vowel sounds
- + Short vowels in CVC words
- + Consonant blends
- + Short vowels, digraphs, & -tch trigraph
- + R-controlled vowels
- + Long vowel spelling
- + Variant vowels
- + Multisyllabic words

Kindergarten

Letter names - uppercase
Letter names – lowercase
Consonant sounds
Short vowel sounds
Long vowel sounds
Short vowels in CVC words

First Grade

Consonant blends – short vowels
Short vowels, digraphs, -tch
R-controlled vowels
Long vowel spellings
Variant vowels
Low frequency vowels

Second Grade

Multisyllabic words

GOING BEYOND THE NUMBERS...*

Instructionally – pay attention to the behavior around the “numbers”:

- accuracy rate
- error pattern
- phrasing or not
- quality of the reading

* You must hear students read to get an understanding of these reading “behaviors”.

Correcting Word-Identification Errors

(**from**, for example)

1. That word is **from**. What word? *From*.
2. Go back to the beginning of the sentence and read the sentence again.

FOUR QUADRANT INSTRUCTIONAL SORT

1 Accurate and Fluent Reader	2 Accurate and Slow Reader
3 Inaccurate and Slow Reader	4 Inaccurate and Fluent Reader

“The most powerful way to improve education is to collect the right data and to keep it in front of the right people.”

- Kennewick School District's presentation to the House Appropriations Committee, January 2005

INSTRUCTIONAL SUPPORT CONSIDERATIONS

- ✘ What scientifically-based reading programs support student deficits at each grade level?
- ✘ How much time can be provided daily?
- ✘ How will the instruction be provided?

QUALITY BEFORE QUANTITY

“The research is very clear: Increasing instructional time without increases in the *quality of the available* instructional time results in major increases in costs, personnel frustration, and little, if any, increase in the academic and affective outcomes for students.”

G. Reid Lyon, June 6, 2002

HOW MUCH TIME WILL BE PROVIDED?

- ✕ Kindergarten – 30 minutes
- ✕ First grade – 30 minutes
- ✕ Second grade – 30 minutes
- ✕ Third grade – 30 - 45 minutes

The consensus view of most important instructional features for interventions

Interventions are more effective when they:

Provide systematic and explicit instruction on whatever component skills are deficient: phonemic awareness, phonics, fluency, vocabulary, reading comprehension strategies

Provide a significant increase in intensity of instruction

Provide ample opportunities for guided practice of new skills

Provide systematic cueing of appropriate strategies in context

Provide appropriate levels of scaffolding as children learn to apply new skills

SCIENTIFICALLY-BASED READING PROGRAMS USED IN CACHE COUNTY SCHOOL DISTRICT

Kindergarten

- Early Reading Intervention, My Sidewalks

First Grade

- Reading Mastery

Second Grade

- Reading Mastery and Read Naturally

Third Grade

- Corrective Reading and Read Naturally

HOW WILL THE INSTRUCTION BE PROVIDED?

- ✘ Teacher responsible for student achievement.
- ✘ Paraprofessional assistance provided during intervention block under defined conditions.
- ✘ Teacher and paraprofessional training necessary for intervention instruction.
- ✘ Embedded assessment s and progress monitoring collected and reviewed.